

Semiannual Social Monitoring Report

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Third Primary Education Development Program

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**Government of the Peoples Republic of Bangladesh
Ministry of Education
Directorate of Secondary and Higher Education
Teaching Quality Improvement-II in Secondary Education Project**

**SMALL ETHNIC COMMUNITIES PLANNING
FRAMEWORK (SECPF) MONITORING REPORT**

(January - June, 2018)

Prepared by

**TEACHING QUALITY IMPROVEMENT-II (TQI-II) IN
SECONDARY EDUCATION PROJECT**

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I. INTRODUCTION

1. The Second Teaching Quality Improvement in Secondary Education Program (TQI-II) is a project to improve the teaching quality and welfare of the teachers, preferably females, who are assigned in the underserved and remote areas, to motivate them to continue serving the lagging behind students through innovative practices. Under the umbrella of the Inclusive Education component, the TQI-II shall grant incentive packages to qualified and deserving teachers, preferably females, who have continued to serve the disadvantaged groups in underserved areas despite the multitude of adversities.
2. The Second Teaching Quality Improvement in Secondary Education Program (TQI-II) approved by the ADB Board on 30 March 2012 is one of the reforms introduced in the education sector to meet the educational challenges.
3. The TQI-II project has four components: 1) Strengthen teacher development and institutional and organizational capacity; 2) Expanded training programs and delivery systems; 3) Targeted support for inclusive education; 4) Quality project management.
4. The TQI-II has prepared an Inclusive Education Policy Guideline and approved by MOE which supports the 2010 National Education Policy of the Government of Bangladesh which addresses the educational challenges by identifying barriers within the education system, giving special focus on teacher education, expanding access to education, diversifying curriculum and creating a positive climate to harmonize diversity. The IE component demonstrates the strong commitment that the GoB has in promoting a systemic change directed towards reaching an inclusive society.
5. Under the component of Targeted Support for Inclusive Education (IE), teachers from underserved and remote areas are given incentives for conducting remedial classes for lagging behind students. Moreover, the incentives aim to motivate the teachers to serve these areas in spite of the various difficulties confronting them such as unsuitable and unsafe housing accommodation, inadequate transport and communication facilities and exposure to natural disasters. Teachers, in the same areas, who have no B. Ed. Degree will be given a one-year scholarship to obtain the professional degree.
6. TQI-II gives attention to areas inhabited by small ethnic communities (SECs) living in hill tracts (the districts of Bandarban, Rangamati, and Khagrachari of Chittagong Hill Tracts); plain land areas (Greater Sylhet, Rangpur, Dinajpur, Kurignam, Lalmonirhat, Gaibandha, Mymensingh, Rajshahi, and the northwest and southwest regions) and Coastal areas composed of Cox's Bazar, Borguna, Bhola, Patuakhali-Noakhali and coastal islands (Sandwip, Hatiya, and Urirchar) who live in isolated settlements.
7. TQI-II project, through the EED, has implemented a total of 51 civil works of which 31 are vertical structures and 20 are horizontal structures. Of the total number of civil works, 31 buildings were completed by June 2017 (Appendix 1).

II. A FRAMEWORK TO SAFEGUARD THE SMALL ETHNIC COMMUNITIES (SECs)

8. The small ethnic communities (SECs) of Bangladesh are grouped according to their areas where they live as presented in the table below.

CHITTAGONG & CHITTAGONG HILL TRACTS	MYMENSINGH - SYLHET REGION	NORTH BENGAL REGION
1.BAWM 2.CHAK 3.CHAKMA 4.KHEYANG 5.KHUMI 6.LUSHAI 7.MARMA 8.MRO or MURONG 9.PANGKHOA 10.RAKHAING 11.TANCHANGA 12.TRIPURA	1.BHUMALI 2.LAHRA 3.MAHALI 4.MAHATO 5MUNDA 6MUSHHOR 7.NOONIA 8ORAON 9PAHAN 10.PALIA 11.RABIDAS 12.RAJBANGSHII 13.RANA 14KARMAKAR 15.RANJOARH 16SANTAL	1.BARMAN 2.BEEN 3.BHUMIJ 4.BONAJ 5DALU 6.GARO 7.PANGAN 8.SANTAL

Source: Indigenous Communities/SECs of Bangladesh. Bangladesh Ethnobotany Online Database. <http://www.ebbd.info/about-us.html>.

17. Among the causes why children of small ethnic communities dropout from school are a)distance from the schools, b) children are not welcome at school, c) the medium of instruction is not comprehensible, d)the need to help parents, e)insecurity and f)lack of interest on the part of the children.(Human Development Research Center for CHTDF, 2009)
18. Due to the unfavorable situations affecting the lives of the small ethnic communities, ADB adopted the Indigenous Peoples Policy Guidelines. This policy is translated into a more specific agenda called Small Ethnic Communities Planning Framework(SECPF) which details safeguards in three categories:

1. **Environment**

The project Category is C for environment. TQI-II, based on needs assessment and agreed criteria, will support construction of a 3 room training venues (Cluster Center Schools/E-learning Center) in 51 existing govt. school premises. With adequate arrangements for site selection, design, construction, operations, maintenance and compliance measures, the construction activities nor the completed structures to be implemented by the TQI-II project are not expected to create any significant or long-term adverse environmental impact.

2. Resettlement

The project Category is C for involuntary resettlement. Social safeguard issues are not expected to arise since no major construction is anticipated and the proposed construction is limited to extension of small structures within the existing facilities. Under the TQI-II, construction of CSSs is anticipated in the land of existing govt. school campuses.

3. Small Ethnic Communities(SECs)

The project Category is B for indigenous people/Small Ethnic Communities (SECs). A Small Ethnic Community Planning Framework (SECPF) has been developed for the project to ensure that the project process recognizes the community and individual needs of all IP/Ethnic Community groups and to equally ensure that, if impacts occur due to the project's intervention, they are quickly identified and mitigation measures are immediately put in place.

III. ACCOMPLISHMENTS AND PROGRESS

19. From January - June, 2018, TQI-II has achieved the following accomplishments:

Type of Targets	Indicator	Progress of Reporting Period, January - June, 2018	Cumulative Progress up to June, 2018
Short-Term	I. Establishment of CCS/ e-Learning Centers in the remote and ethnic minority inhabited districts to create better opportunity for pre and in-service training for indigenous/ethnic minority teachers	Construction of 41 CCS/CCS cum e-learning center have been completed. The rest 09 (construction work of AnjumanAdarsha Govt. High School, Netrokona is postponed) CCS/e-learning Centers are under process of construction completing 40-90% of works. (Appendix 1 and 2) -Delivery of furniture is completed in 51 CCS/CCS cum e-Learning Center. - Equipment were distributed in 51 CCS/CCS cum e-learning center -Some completed CCS/ e-learning centers have also served to alleviate the lack of classrooms, e.g. in Natore High School, Rajshahi.	-Cluster centers serve as a hub within a catchment of institutions to showcase the various technological innovations in improving teaching-learning processes to benefit the target groups of Inclusive Education including SEC. -Also these CCS/E-learning Centers serve as training venues in the district for secondary school teachers. The distributed ICT equipment were already used for the project ICT follow up training purpose. -Among the CCS/e-learning centers some CCS/E-Learning Centers are in SEC inhabited areas such as in Banderban, Cox's Bazar, Dinajpur and Khagrachari, Naogaon, Chapainawabganj, Sunamganj, Moulvibazar, Hobiganj etc. TQI-II conducted 05 days Follow Up ICT for Digital Content Development Training

			in 51 CCS/E-Learning Centers, a total of 28016 (Women- 5550, 20%) Govt. /Non-Govt. secondary teachers including madrasah Teacher-6425 (23% of total) women-467 (7%). (Appendix 3).
	ii. Protection of SEC's welfare in construction, resettlements, rehabilitation and repairs	<p>PMU, represented by the Focal Point of Safeguard Issues with Team Leader, International and National Consultants of the project, ADB's Safeguard Issues Consultant, Institution Head and EED supervising engineers conducted orientation meeting on 30 April 2018 at the Mirpur Govt. High School Conference Room about the responsibilities of the contractor/sub-contractor and the environmental impact of the construction works. Total participants: 14, women-5(38%).</p> <p>(Appendix 4)</p> <p>In all the completed and on-going construction works of the CCS/e-learning Center- no compensation was given to small ethnic communities. No resettlement/ rehabilitation issues conducted since all the constructions of the CCS/e-Learning Centers were done inside the government secondary high school campuses.</p> <p>Based on the EED reports, there is no case on the affected female-headed households.</p>	<p>- There is a very good indication that SECs were given employment opportunities in school construction projects.</p> <p>- EED Zonal Engineers strictly safeguarded project sites and neighboring areas from negative environmental impact such as degradation, pollution and unfavorable sanitation during construction. They had enforced the government environmental laws as well ADB guidelines in additional labor standards and social safety guidelines.</p> <p>EED Zonal Engineers data showed the situations in the CCS/e-learning center construction sites:</p> <p>(i) Negligible negative effect in the environment; (ii) few workers from SEC were hired; (iii) basic needs of laborers were provided i.e. cooking facilities and separate living quarters for workers with family; (iv) equal pay for unskilled men and women laborers; and gender equality was respected in constructions sites.</p>
	iii. Enough number of indigenous/ethnic minority teachers will receive training.	- Total 05 Refresher Workshops on IE and Gender Awareness held in Faridpur, Mymensingh, Gazipur, Sylhet and Cox's Bazar, conducted respectively for zonal Director/ DD Office,	- All available women teachers from the small ethnic community are included in the training program. For example, in 05 days Follow Up ICT for Digital Content Development Training conducted in CCS/e-

	<p>DEOs, USEOs, Institution Head (HT/Super/Principal), SMC/MMC/GB members and Principal/ Vice Principal/Director/ Additional Director of TTC/HSTTI/BMTTI. Total Participants were: 470, females-71(1%) including total Madrasah participants: 195, female-25(13%) and total SEC participants-9, females 4(44%).</p> <p>-The Teachers Classroom Performance Monitoring tools are disseminated through workshop among Officer of Zonal Director/ DD, DEO/USEO/Institutions Head and Teacher Educators of TTC, HSTTI, BMTTI of Chattagram, Mymensingh, Dhaka, Sylhet Zones. Total Participants were: 540, women- 94(17%) including total Small Ethnic Community Teacher (SEC) 9, women 4(44%).</p>	<p>learning centers, total of 10 teachers' members of small ethnic communities trained, and women-4 (4%).</p> <p>-However, selection of women teachers belonging to the small ethnic communities were always given priority provided they comply with the criteria.</p> <p>-In 2016, the one year B.Ed. Scholarship program for disadvantaged areas secondary teachers and Merit Scholarship program for all secondary teacher/non-teachers, 48 (women-23) and in 2017, total 03 (F-1) small ethnic community teachers received the B.Ed. scholarship grants. Through different types of training program conducted by PMU, total 480 teachers, women-124 (26%) members from small ethnic community were trained.</p>
<p>iv. Incentives will attract good quality of teachers to work in the remote areas and improve the quality of SEC students</p>	<p>TQI-II piloted the Remedial Classes for the lagging behind students of underserved areas of 83 upazillas with the total 2295 Math, Science, and English teachers including 83 (female-13) teachers from Small Ethnic Community. The project disbursed the incentive grants (@ 2000/- per teacher per month) for 5th & 6th Phases in June 2018.</p> <p>(Appendix 5)</p>	<p>-In the DPP total allocation for Incentive grants is BDT 689.00 Lakhs. In 2016, Total 2,645 (12% women) teachers from 83 disadvantaged upazillas (including Chittagong hill tracts, Mymensingh-Sylhet Region and North Bengal Region) were selected for taking remedial classes in English, Math and Science.</p> <p>-PMU has released the incentive grants for the selected 2295 teachers (out of 2645 teachers) from 83 upazillas of 32 districts with total amount of BDT.600.00 lakh by June 2018.</p>
<p>v. Social development dimension will be incorporated/ mainstreamed in the teacher training programs/ materials</p>	<p>-PMU conducted a Workshop on the Preparation of the Content/Slogans of Advocacy Materials on 11 June 2018 at NAEM, Dhaka. Workshop participated by 29 participants, women 9(31%).</p>	<p>-In all on-going training programs, IE and Gender issues are addressed in all the training manuals (24 manuals) for classroom teachers, SMC/MMC/GB, and institute heads (HT/Super/Principal).</p>

		<p>-Draft advocacy materials and contents on Inclusive Education and concerns on gender equality and small ethnic communities prepared.</p>	<p>Training materials are responsive to gender and social equality.</p> <p>-The Inclusive Education topic tackles the approaches how the shy girls and lagging behind students in the disadvantaged groups especially with students from the small ethnic communities are provided with remedial measures.</p> <p>-TQI-II promotes the integration of the Sustainable Development Goals # 4, # 5, #4.5.1 through communication and advocacy through workshops, trainings and production of advocacy materials.</p> <p>-Total of 3700 IE advocacy posters, 1500 festoon/banners and 3000 leaflet/ flyers on project activities were distributed 64 districts for awareness of all stakeholders. The Advocacy Communication Plan formulated by TQI-II, has been concurred by ADB which reflect concerns for gender and social equality</p>
	<p>vi. The Role of SEC members of the SMCs in improving teaching quality at grassroots level.</p>	<p>Women representative from the small ethnic communities (Chakma, Marma, Pakhaing, Santal, Garo, Tripura, Tanchanga and Barman) already incorporated in SMCs in the area inhabited by small ethnic communities.</p>	<p>-As per DPP, the total Target of 03 days SMC/MMC/GB member training on Awareness of Gender & IE is 35,000.</p> <p>-By December 2017, 34,780(99.4%) SMC members (women- 9264, 27%) among them 69 members from SEC were trained.</p>
	<p>vii. Filling up of reserved posts (according to quota) TTCs, HSTTIs and BMTTIs</p>		<p>Complied</p>
	<p>viii. Emphasis on clear implementation strategy of</p>	<p>-As of June 2018, total of 265,732 participants, women, 50,675(19%) have attended the TQI-II training. All training</p>	<p>-NTEC has approved the IE Policy Guidelines in which clearly defined the target beneficiaries/vulnerable groups from the disadvantaged areas.</p>

	Inclusive Education	contain subjects/topics related to inclusive education, gender equality and safeguard for small ethnic communities as well as Zero Tolerance in schools/ institutions/ Madrasah of rights of girl students and female teachers.	TQI-II project is implementing all the activities in line with the IE Policy Guideline. DSHE should ensure the sustainability of the implementation of IE policy guidelines after the project life by the involving the organizations related to secondary education during the extension period. In the implementation of the Scholarship program for teachers from disadvantaged areas and Merit Scholarship for teachers/non-teachers for 2016 and 2017, teachers' of the Small Ethnic Communities/Disable participants are always invited and given priority.
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20. The TQI-II project is expected to achieve the following outcomes:

1. Teaching quality of teachers from SEC group will be improved
2. Quality of SEC teachers and students in secondary level will be improved;
3. Living standards of the SEC will be improved by better employment opportunities through enhancing access to quality secondary education which enhances their competencies, chances of higher education, employment opportunities, thus contributing towards poverty alleviation.

IV. CHALLENGES AND RECOMMENDATIONS

Serial No.	Challenges	Recommendations
1	Mitigating environmental impact of on-going construction of CCS/e-learning centers especially all types of pollution, safety and sanitation	Sustained supervision by the EED District Engineers on the construction works to speedily identify undesirable impact of construction works on the environment more particularly all types of pollution, safety and sanitation. -Regularly fill up the Environmental Screening Formats and Pollution and Sanitation Monitoring Forms to ensure the strict implementation of the Bangladesh Environment Laws and ADB Guidelines.
2	Inadequate data on the socio-economic impact of the CCS construction on the SEC.	EED District Engineers and PMU regularly collect data socio-economic effect of the construction of Cluster Center Schools/e-Learning Centers on the welfare of SEC families and students.

3	No data on the outcome CCS/e-learning centers and delivered multimedia facilities and furniture on the SECs.	PMU/Monitoring and Evaluation Specialist of the project should collect data on the outcome of CCS/e-learning centers and delivered multimedia facilities and furniture especially on the academic performance of the children of SECs.
4	There is a need to follow up the outcome of trainings on the performance of teachers who are members of the SEC.	Proper implementation on the use of the teacher's performance monitoring format. Proper monitoring of the follow up program by Monitoring and Evaluation Wing, DSHE.
5	Limited data of SEC members attending trainings and improve data management	Proper maintenance of data of SEC teachers by USEO and DEO.
6	Better management of data of SEC members attending teachers' training	STIS/Training Management Module, initiated by TQI-II project, has been installed and hosted in EMIS Server of DSHE. Periodic SEC training data shall be banked in the teacher's EMIS by USEO and DEOs.
7	Data needs on SMC/MMC/ members from SEC	DSHE will ensure appropriate insertion of data by USEO/appropriate authority.
8	Database for SEC students not available	The District Education Office/zonal education office shall enrich their EMIS data to include data on SEC students

APPENDIX 1. LIST OF CCS/CCS CUM E-LEARNING CENTERS

Sl. No.	Name of Schools/Institutions
1.	Govt. Zilla School, Jamalpur
2.	Govt. High School, Jhenidah
3.	Govt. Zilla School, Kustia
4.	Govt. Jubilee High School, Sunamganj
5.	Govt. Zilla School, Dinajpur
6.	AnjumanAdarsha Govt. High School, Netrokona
7.	SM Model Govt. High School, Gopalganj
8.	Joydebpur Govt. Girls High School, Gazipur
9.	Annada Govt. High School, Bramanbaria
10.	Govt. Zilla School, Barguna
11.	Govt. High School, Bandarban
12.	Govt. Girls High School, Cox's Bazar
13.	Govt. High School, Khagrachari
14.	Govt. Zilla School, Noakhali
15.	Govt. High School, Satkhira
16.	Govt.Girl's High School, Bhola
17.	Govt. High School , Rajbari
18.	K.K. Govt. Institute, Munshiganj
19.	Govt. High School, Manikganj
20.	Bindubasini Govt. High School, Tangail
21.	United Islamia Govt. High School, Madaripur
22.	PalaongTulasarGurudas Govt. High School, Shariatpur
23.	Brammandi K.K.M. Govt. High School, Narshindi
24.	Govt. High School, Natore
25.	Govt. Zilla School, Bogra
26.	Govt. High School, Narail
27.	V. J. Govt. High School, Chuadanga
28.	Govt. Boys High School, Meherpur
29.	Govt. High School, Magura
30.	Govt. Boys High School, Jhalakathi
31.	Govt. Girls High School, Kurigram
32.	I.E.T Govt. High School, Narayanganj
33.	Dhanmondi Govt. Girls High School, Dhaka
34.	MotijheelGovt.Girls High School, Dhaka
35.	Govt. Girls High School, Laxmipur
36.	B.L. Govt. High School, Sirajganj
37.	Govt. High School, Bagerhat

38.	Govt. Boys High School, Gaibandha
39.	Govt. High School, Nilphamari
40.	Govt. Victoria Academy, Sherpur
41.	Mirpur Govt. Secondary High School, Dhaka
42.	S.V. Govt. Girls High School, Kishoreganj
43.	Govt. Technical High School, Chandpur
44.	RamdeoBazla Govt. High School, Joypurhat
45.	Horimohon Govt. High School, Chapainawabganj
46.	K.D. Govt. High School, Naogaon
47.	Govt. High School, Moulvibazar
48.	Govt. High School, Hobiganj
49.	Govt. Boys High School, Pirojpur
50.	B. P. Govt. High School, Panchagarh
51.	Govt. High School, Lalmonirhat

**APPENDIX2. STATUS OF CCS/CCS CUM E-LEARNING
CENTERS CONSTRUCTION
AS OF JUNE, 2018**

Sl. No.	Type (and number) of Institution	100% completed	40-90% completed	Comments
1	CCS cum e-Learning Centers (27)	21	5	1 postponed
2	CCS (24)	20	4	0
	Total	41	9	1 postponed

Note: The constructions of 50 CCS/ CCS Cum E-Learning is almost completed except the CCS cum E-Learning Center in AnjumanAdarsha Govt. High School, Netrokona is postponed.

**APPENDIX 3. TRAINING CONDUCTED IN THE CLUSTER
CENTER SCHOOLS/E-LEARNING CENTERS
(05 DAYS FOLLOW UP: ICT FOR DIGITAL CONTENT DEVELOPMENT TRAINING)
As of June 2018**

S.L	Venue	Batch	Duration	Teachers			Madrasah			Ethnic			Remarks
				Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	CCS, Jamalpur		05 Days	686	181	867	217	50	267	0	0	0	
2	CCS, Jhenaidah		05 Days	600	121	721	129	3	132	0	0	0	
3	CCS, Kustia		05 Days	620	162	782	156	3	159	0	0	0	
4	CCS, Sunamganj		05 Days	371	64	435	44	9	53	0	0	0	
5	CCS, Dinajpur		05 Days	694	162	856	201	5	206	1	0	1	
6	CCS, Netrokona		05 Days	497	134	631	93	11	104	1	3	4	
7	CCS, Gopalganj		05 Days	371	64	435	49	4	53	0	0	0	
8	CCS, Gazipur		05 Days	418	144	562	86	27	113	0	0	0	
9	CCS, Brahmonbaria		05 Days	609	111	720	110	1	111	0	0	0	
10	CCS, Barguna		05 Days	323	46	369	104	9	113	0	0	0	
11	CCS, Bandarban		05 Days	29	4	33	1	0	1	0	0	0	
12	CCS, Cox's Bazar		05 Days	330	54	384	92	1	93	0	0	0	
13	CCS, Khagrachari		05 Days	125	20	145	2	0	2	0	0	0	
14	CCS, Noakhali		05 Days	541	112	653	123	2	125	0	0	0	
15	CCS, Satkhira		05 Days	743	147	890	264	4	268	0	0	0	
16	CCS, Bhola		05 Days	276	61	337	126	5	131	0	0	0	
17	CCS, Rajbari		05 Days	534	115	649	186	3	189	0	0	0	
18	CCS, Munshiganj		05 Days	480	83	563	132	2	134	0	0	0	
19	CCS, Manikganj		05 Days	384	67	451	41	4	45	0	0	0	
20	CCS, Tangail		05 Days	671	169	840	174	3	177	0	0	0	
21	CCS, Madaripur		05 Days	317	43	360	81	7	88	0	0	0	
22	CCS, Shariatpur		05 Days	81	6	87	6	5	11	0	0	0	
23	CCS, Narshindi		05 Days	462	171	633	135	3	138	0	0	0	
24	CCS, Natore		05 Days	600	152	752	124	4	128	0	0	0	
25	CCS, Bogra		05 Days	645	255	900	314	8	322	0	0	0	
26	CCS, Narail		05 Days	486	140	626	11	1	12	0	0	0	
27	CCS, Chuadanga		05 Days	421	114	535	59	7	66	0	0	0	
28	CCS, Meherpur		05 Days	394	85	479	50	7	57	0	0	0	
29	CCS, Magura		05 Days	503	125	628	180	2	182	0	0	0	

30	CCS, Jhalakathi	05 Days	380	100	480	133	1	134	0	0	0
31	CCS, Kurigram	05 Days	672	143	815	167	6	173	0	0	0
32	CCS, Narayanganj	05 Days	385	134	519	121	6	127	0	0	0
33	CCS, Dhaka	05 Days	104	81	185	12	3	15	0	0	0
34	CCS, Motijheel Dhaka	05 Days	450	218	668	66	10	76	0	0	0
35	CCS, Laxmipur	05 Days	337	52	389	86	6	92	1	0	1
36	CCS, Sirajganj	05 Days	623	132	755	244	4	248	0	0	0
37	CCS, Bagerhat	05 Days	555	167	722	152	22	174	0	0	0
38	CCS, Gaibandha	05 Days	565	95	660	157	2	159	0	0	0
39	CCS, Nilphamari	05 Days	388	68	456	126	3	129	0	0	0
40	CCS, Sherpur	05 Days	522	152	674	175	45	220	0	0	0
41	CCS, Sher-E Bangla Nagar, Dhaka	05 Days	350	193	543	65	3	68	0	0	0
42	CCS, Kishoreganj	05 Days	445	107	552	195	4	199	0	0	0
43	CCS, Chandpur	05 Days	503	83	586	125	10	135	0	0	0
44	CCS, Joypurhat	05 Days	479	121	600	154	40	194	0	0	0
45	CCS, Chapainawabganj	05 Days	379	131	510	116	31	147	0	0	0
46	CCS, Naogaon	05 Days	616	129	745	186	20	206	0	0	0
47	CCS, Moulvibazar	05 Days	332	52	384	86	5	91	2	1	3
48	CCS, Hobiganj	05 Days	252	44	296	60	8	68	1	0	1
49	CCS, Pirojpur	05 Days	193	63	256	68	13	81	0	0	0
50	CCS, Panchagarh	05 Days	364	116	480	63	17	80	0	0	0
51	CCS, Lalmonirhat	05 Days	361	57	418	111	18	129	0	0	0
Total			22466	5550	28016	5958	467	6425	6	4	10

**APPENDIX 4. CCS CUM E-LEARNING CENTER'S
CONSTRUCTION WORK MONITORING
REPORT**

**A Report of the Stakeholders Meeting held at the
Mirpur Government High School, Dhaka
(One CCS cum E-Learning Center of TQI-II Project)**

Dr. RehanaKhatun. Assistant Project Director, Training
And Safeguard Issues Focal Point, TQI-II
Dr. Mak Amanullah Khan, International Team Leader, TQI-II
Dr. Ernesto B. Villegas, International IE and Gender Specialist, TQI-II

30 April 2018

The visit was conducted for the following purposes:

- Collect data on the progress of work
- Conduct consultation with the stakeholders

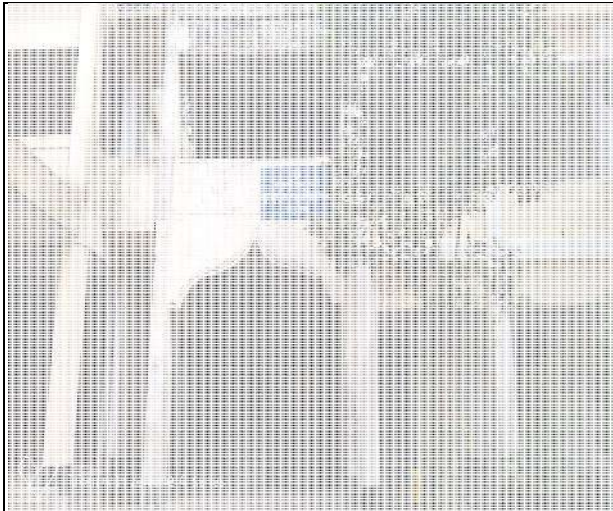
The following joined in the construction visit:

1. Dr. RehanaKhatun, APD, Training and Gender Focal Point, TQI-II
2. Dr. MakAmanullah Khan, International Team Leader, TQI-II
3. Prof. Dr. SK Amzad Hossain, M &E Specialist, TQI-II
4. Dr. Ernesto B. Villegas, International IE and Gender Specialist
5. Md. Shalijahan, Environmental Consultant, ADB
6. Gour Chandra Mandal, DD , SHE Dhaka Zone, Dhaka
7. Md. Bengir Ahmed, District Education Officer, DEO, Dhaka
8. Nasreen Sultana- Headmaster, Mirpur Govt. High School, Dhaka
9. Ferdous Jahan, Mirpur Govt. High School, Dhaka
10. Afroz Ara Parvin, Sub-Assistant Engineer, EED
11. Md. Mostafizur Rahman, Sub-Assistant Engineer, EED
12. S.M. Shahinur Islam, Assistant Engineer, EED
13. SM Harit, Contractor of the construction work



Photos of on-going demotion works of the existing school building where the CCS rooms will be constructed (As of 30 April 2018)

Before the meeting, a tour was conducted on the construction site to gather information on the progress of construction works. The civil works have just started and mostly concentrated in the demolition of the second floor of the existing school building. Per observation, there works will affect the mobility of the students since debris of the demolished buildings and delivery of construction materials will be obstructed. It is recommended that: a) the contractor will put signage to in the perimeter of the construction site; b) the contractor will fence the perimeter of the construction site to protect the safety of the students; and c) make another pathway for students towards the gate. Pictures on the status of construction works are appended in this report.



The Mirpur Govt. High School, Dhaka main facade



Dr. Rehena Khatun, TQ-2APD(Training and Safeguard Issues Focal Point) explaining the background and purpose of the stakeholder s' meeting.



Dr. Amanullah Khan, TQI-2 Consultants' Team Leader emphasizing the importance of the stakeholders' meeting and environmental monitoring




The participants to the stakeholders' consultative meeting held on 30 April 2018 at the Mirpur Govt. High School, Dhaka Conference Room.

Proceeding of the meeting:

1. The meeting was held at the school's conference room of the school.
 2. Before the meeting started, each participant made a self-introduction.
 3. Dr. RehanaKhatun, moderator of the consultation meeting, formally opened the meeting with a warm greeting and explained the objectives of the meeting.
 4. Dr. Khan discussed the importance of the environmental monitoring.
 5. Dr. Amzad Hossain stressed the importance of monitoring
 6. Environmental Consultant of ADB, Md. Shahajahan explained the importance of consciously addressing all forms of environmental impact of the construction of the CCS.
 7. After the presentation of speakers, an open forum followed.
-
1. A meeting, moderated by Dr. Rehana Khatun, APD/SIFP, was convened with the contractor and workers.
 2. The meeting was concluded by a group picture of those who attended the meeting and some school personnel.

Mirpur Government High School, Dhaka Profile


Teaching Quality Secondary Education

Improvement-II (TQI-II) in Project
Monitoring Checklist

Name of Institution: Mirpur Govt. High School ESN No.: 108185
 Upazila: Mirpur District: Dhaka

SL. No. 1 Name of Information: Information of Institution Head:

Name	<u>Nasreen Sultana</u>		
Gender	<u>Female</u>		
Member of Small Ethnic Community (If yes, name of the community)			
Qualification	<u>B.A.(hons), M.A.(English), B.Ed</u>		
Training Received from TQI-II			
(a) 21 days HT Training	<u>Yes</u>		
(b) 35 days AHT Training	<u>N/A</u>		
(c) 8 days follow-up HT Training	<u>No</u>		

SL. No. 2 Name of Information: Teachers Information:

	Total		Indigenous Persons(IP)		Teachers with Disabilities	
	Male	Female	Male	Female	Male	Female
No. of Teachers	<u>14</u>	<u>36</u>				
No. Teachers have B Ed	<u>13</u>	<u>36</u>				
No. of Teachers received Subject Based CPD from TQI-SEP	<u>01</u>	<u>04</u>				
No. of Teachers received Subject Based CPD from TQI-2	<u>02</u>	<u>04</u>				
No. of Teachers received CPD for ICT from TQI-2	<u>01</u>					
No. of Teachers received Incentives from TQI-2						
No. of Teachers received B Ed Scholarship from TQI-2						
No. of Teachers attended in the Gender & Inclusive Education Workshop of TQI-2						

SL. No. 3 Name of Information: Students Information:

Class	No. of Students					
	Total		Indigenous Persons(IPs)		Students with Disabilities	
	Boy	Girl	Boy	Girl	Boy	Girl
VI	<u>175</u>	<u>172</u>				
VII	<u>174</u>	<u>165</u>				<u>01</u>
VIII	<u>185</u>	<u>171</u>			<u>01</u>	
IX	<u>176</u>	<u>164</u>			<u>01</u>	
X	<u>182</u>	<u>179</u>				
Grand Total	<u>= 892</u>	<u>= 851</u>			<u>02</u>	<u>01</u>

K. Hussain
30.04.18
 (সিনিয়র প্রধান শিক্ষক)
 মিরপুর সরকারি উচ্চ বিদ্যালয়,
 ঢাকা।



Taken with Zenfone 4 series

**APPENDIX 5. DISTRIBUTION OF TEACHERS FROM THE
DISADVANTAGED AREAS WHO ARE RECIPIENTS OF
THE TQI-II INCENTIVE GRANTS**

S.I	Division	District	Underserved Upazilla	Total No. of Teachers Selected for grants	Total no. of teachers received grants (as of June, 2017)	Total no. of SEC teachers received grants		
						Total	Fe- males	Males
1	Barisal	Barisal	Mehendiganj	12				
			amtali	62				
			Taltali	57				
			Pathorghata	92				
		Bhola	Charfashion	75				
			Monpura	27				
		Patuakhali	Rangabali	33				
			Dumki	30				
			Golachipa	37				
			Kalapara	40				
		Gopalganj	Kotalipara	35				
2	Chittagong	Rangamati	Nannerchar	16		11	2	9
			Bagaichhari	32		22	1	21
			Juraichhari	6		3	1	2
			Rajasthali	11		3	1	2
			Belaichharri	3				
			Barkal	8		5	1	4
			Langadu	26		5		5
		Banderban	Lama	30				
			Thanchi	3				
			Alikadam	3				
			Ruma	3				
			Naikchongchhari	2				
		Chittagong	Shandip	64				
		Chagracharri	Dighinala	35		17	2	15
			Manikchhari	8				
			Lakshmichhari	2				
			Ramgarh	5				
			Mahalcharri	19		14	4	10
			Matiranga	3		2		2
		Cox's Bazar	Kutubdia	35				
			Moheshkhali	74				

	Comilla	Comilla	Meghna	28			
		Bramanbaria	Nasirganar	39			
			Sarail	25			
			Bijoyagar	31			
		Munsiganj	Lohojong	27			
		Noakhali	Hatia	71			
4	Khulna	Bagerhat	Sorokhola	58			
		Khulna	Docope	36			
			Kayra	46			
		Shatkhira	Shaymnagar	140			
5	Mymensingh	Kishorganj	Astagram	17			
			Itna	25			
			Mithamoin	22			
			Nikli	13			
		Mymensingh	Dhobaura	62	1	1	
		Netrokona	Durgapur	69			
			Kalamakanda	16			
			Khaliajuri	2			
			Modon	6			
			Atpara	7			
		Manikganj	Dawlatpur	12			
6	Rajshahi	Rajshahi	Poba	12			
		Naogaon	Atrai	53			
		Bogra	Kahalu	96			
			Sariakandi	63			
			Dhunote	47			
7	Rangpur	Kurigram	Chilmari	36			
			Fulbari	98			
			Ulipur	38			
			Roumari	41			
			Bhungamari	84			
			Razibpur	3			
		Lalmonirhat	Aditmari	13			
			Kaliganj	10			
		Gaibandha	Fulchhari	55			
			Sundorganj	100			
		Sirajganj	Chouhali	22			
			Kazipur	31			
8	Sylhet	Sylhet	Jaintapur	9			
		Habiganj	Ajmiriganj	16			
			Lakhai	31			
		Sunamganj	Bishhombhorpur	19			
			Dhamapasha	14			

			Shalla	26				
			Taherpur	36				
		Maulavibazar	Borolekha	13				
			Shrimangal	23				
			Juri	4				
			Kulaura	12				
			Grand Total	2,645	2,210	83	13	70

Source: TQI-II Project Management Unit